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ABSTRACT

This learning packet consists of 10 exercises which can be used independently by students or as class activities. The activities in the packet were developed to foster awareness of international human rights issues. The objectives are stated at the top of each exercise, with vocabulary words listed under the objectives. Materials from the "Handbook on Human Rights and Citizenship" are meant to be used with these activities. Exercise 1 is designed to help students understand that every human being has basic rights. The Universal Declaration of Human Rights is examined in exercise 2. Understanding human rights in different cultures in the focus of exercise 3 and the role of dissidents is analyzed in exercise 4. The role of the United Nations in protecting human rights is the focus of exercise 5. Understanding the use of poetry and political cartoons as a means of expressing ideas and feelings about human rights is the goal of exercises 6 and 7. Investigating incidents of justice and injustice around the world and the justice process are the focus of exercises 8 through 10. A student evaluation form is included. (SM)

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JUSTICE AROUND THE WORLD

A Student Packet
For Elementary Schools

Anne O'Brien Carelli

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The University of the State of New York
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To the Teacher:

General Information

The Justice Around the World Student Packet is designed for use in elementary and intermediate grades. It consists of ten exercises. They can also be selected individually by the teacher or student for enrichment purposes. Depending on the objectives and the exercise, the teacher can:

- Use the exercise with the entire class.
- Allow individual students the opportunity to select an exercise for enrichment.
- Divide the class into small groups and distribute the exercises among the groups.
- Assign specific exercises to be completed by all students by a specific deadline.
- Use the exercises in progression over a semester or school year.

Goals

The goals of the Justice Around the World Student Packet are to foster in students:

- Awareness of international human rights issues.
- Comprehension of the multiple meanings of words and symbols that pertain to human rights issues.
- Appreciation of the viewpoints and feelings of people of different cultures.
- Understanding of differing views about the concepts of justice and injustice.
- Clarification of personal values related to human rights.
- Investigation of a variety of resources in the area of human rights and justice around the world.
- Analysis and evaluation of resources.
- Effective utilization of resources in the preparation of projects.
- The ability to synthesize information obtained about human rights and justice around the world.

Exercises

Each exercise is designed for the student to use independently. The objectives are stated at the top of each exercise. Vocabulary words are listed under the objectives. Although the students may be able to understand the objectives and define the vocabulary, it is advisable that the teacher review this portion of the exercise with them. Some of the exercises may require more teacher guidance than others. This will depend on the background and ability of the students (Note: Exercise X is more advanced that I-IX, but some intermediate students should be able to work on it independently).

For each exercise, information on human rights should be available to the students. Materials from the *Handbook on Human Rights and Citizenship* are meant to be used by students. A learning center bookshelf, table, desk, or display area should be set aside for materials on human rights. Ask the librarian to compile materials, and a student reading list is located in the *Handbook*. The following countries are emphasized in the *Handbook* and in the exercises: Nigeria, Colombia, India, Italy, and the Soviet Union.

The teacher should review the contents of the exercise to determine how they can best be used by the students. Some of the exercises involve one or two lessons. Others involve extensive, on-going projects. Exercise I, for example, could be used as a supplement to a class discussion. Exercise IX could involve several weeks of activities. Both the teacher and the students should consider objectives, necessary preparation, available materials, and time when determining the use of the exercises.

The students utilizing the exercise should determine the materials that they will need in order to successfully complete the exercise. The teacher should read the exercises so that most materials can be collected in advance. The exercises have been designed so that there is a minimal amount of preparation time involved. In most cases the students will need resource materials for conducting research, portions of the *Handbook* reproduced, and/or art supplies.

Evaluation

The student Evaluation Form can be used with all of the exercises. It is designed to encourage students to analyze their own work and progress. The Evaluation Form should be distributed at the end of each exercise. It is advisable to review the format of the form each time it is distributed.

The Student Evaluation Form does not specify grades or percentage points. If the teacher finds it necessary to assign a grade, it should be done in conjunction with the results of the Student Evaluation Forms.

STUDENT EVALUATION FORM

NAME _____ DATE _____

CLASS _____ EXERCISE # _____

1. Write the objectives for the exercise. The objectives are listed at the top of each exercise.

   (a) _____

   _____

   (b) _____

   _____

   (c) _____

   _____

   (d) _____

   _____

2. Tell what you did to complete each objective above. If you did not achieve the objective, tell *why and what* you could do to achieve the objective. EXAMPLE: *Objective:* The student should be able to describe in case study form the life and rights of a Colombian worker. *Response:* I did not achieve this objective because we did not have enough library materials on Colombia, so I wrote about an Indian farmer instead. I also wrote to the Colombian Embassy for information about that country. The librarian is going to order more materials on Human Rights in Colombia.

   (a) _____

   _____

   (b) _____

   _____

   (c) _____

   _____

   (d) _____

   _____

3. Describe how you planned and organized your project.

4. Briefly describe the final product. Include a description of the best parts of the project and the parts that may need improvement. Don't be too critical. If you did an excellent job, say so!

5. Evaluate your performance on this exercise. Consider these questions. Did you plan carefully? How well did you work with others? Did you keep the objectives in mind? Did you do enough research? Are you pleased with the results?

EXERCISE I: Justice Begins With Me

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(a) Understand that there are basic rights for every human being.
(b) Recognize the rights of your teacher and your parent(s) or guardian.
(c) Identify your own rights as *you* see them.
(d) Describe what happens when rights conflict.

VOCABULARY:

noble	discipline	interfere	adequate
conflict	rucksack	solution	decent

HOW TO PROCEED:

Read:

"Parents are people. People with children. When parents were little they used to be kids. like all of you. But then they grew." From the song "Parents are People" by Carol Hall (*Free to Be You and Me*, ed. Francine Klagsbrun, New York, McGraw-Hill, 1974).

"My students can express their opinions in my classroom, but I, too, have a right to be heard." Mr. Giles, 6th grade teacher.

"You will recognize us at first glance—jeans and a t-shirt, our heads together, a rucksack over the shoulder. But most important—an independent look. When will the grown-ups realize that even under an Adidas t-shirt a noble heart can be beating?" Sergei, age 12, Moscow, U.S.S.R. (*World Press Review*, v. 25, 5, May 1978, p. 27).

Answer the following questions on your own paper:

(1) Each of the three statements above seems to be discussing the same idea. What do you think the message is that they are all trying to get across?
(2) Explain how Sergei's statement could be said by any child in almost any nation.
(3) Make a list of at least ten rights that you think you should be able to have.
I believe that I should have:
(1) The right to be able to play with my friends.
(2) The right to a healthy diet.
(3) The right to adequate shelter.
(4) Now make a list of at least ten rights that you think your parents or guardian should be able to have. Will some of their rights be the same as some of yours? The list is started by you. Do you agree with numbers 1, 2, and 3?
I believe that my parents or guardian should have:
(1) The right to be loved.
(2) The right to have time to relax.
(3) The right to a decent job.
(5) Now think about your teacher's rights. She or he has some of the same rights that you listed before. What about his or her rights in school? List at least ten rights. The list is started for you. Do you agree with numbers 1, 2, and 3?
(6) Is there a time when your rights and the rights of your teacher do not agree? Have you ever ignored the rights of your parents? Have they ever interfered with your rights?
Write a story about WHEN RIGHTS GO WRONG. Show how one right can interfere with another. Choose two rights that may conflict, such as:
You have the right to play with your friends but your teacher has the right to attention when she or he wants to speak. What happens when these two rights conflict?
OR
You have the right to a healthy diet and your parent(s) have the right to a decent job so that they can afford good food. Can both these rights always work together successfully?
Write your story about *any* two rights that may conflict. You can write the story about yourself or about an imaginary character. Show a solution to the problem, too.

EXERCISE II: CHAINS

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Describe at least ten articles contained in the Universal Declaration of Human Rights.
(2) Describe international violations of at least ten articles contained in the Universal Declaration of Human Rights.
(3) Comprehend the symbolism of a paper chain representing violations of human rights.

VOCABULARY:

assembly	symbol
universal	international
category	security
initiative	violation
declaration	United Nations
gainful employment	shielded
social	injustice

HOW TO PROCEED:

Read:

The term "Human Rights" has been defined by many different people throughout time. Andrei Amalrik, winner of the 1976 Human Rights award,

described two categories of Human Rights (Andrei Amalrik, from *Journal of World Education*, Vol. 8, #2, Summer 1977).

> "The first category includes the rights of thought, expression, movement, and association, in sum the right to display initiative—'to do one's own thing'... We call this category as a whole the right to freedom.
>
> "*The second category* includes the rights to gainful employment, to medical treatment, to social security, in sum the right to be shielded from social injustice... We call this category as a whole the right to security..."

In 1945, after World War II, the United Nations was created. One of the organization's first duties was to write a Universal Declaration of Human Rights. Thirty articles (sections) were included in the Declaration, and all people in all nations were covered by the list of rights. Some of the rights included were:

* Everyone has the right to education.
* No one shall be subjected to torture.
* Everyone has the right to peaceful assembly.

Look at the copy of the Universal Declaration of Human Rights found in the *Handbook on Human Rights and Citizenship*. You will see that the 30 articles seem to fall into the two categories described by Andrei Amalrik above.

(1) Divide your paper into two columns. Title one column RIGHT TO FREEDOM and the other RIGHT TO SECURITY. Study each article and decide whether it should go in the first column or in the second. Then compare your lists with a partner or with the class. There is no right answer to this question, so everyone may have different opinions. Be prepared to support your decision with examples and logical reasoning.

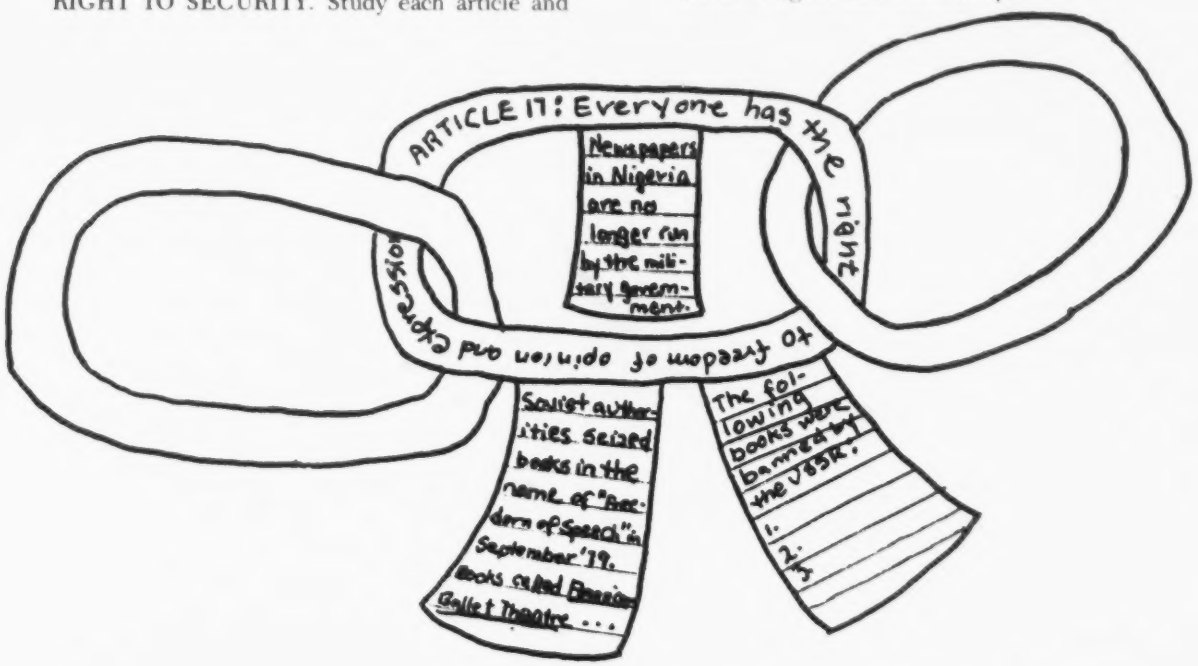
(2) Helen Keller was blind and deaf, but with the help of her teacher, Annie Sullivan, she became an internationally known writer and speaker. When discussing Human Rights, she said,

> "Rights are things that we get when we are strong enough to claim them." (Helen Keller, from *Call*, "Why Men Need Women Suffrage," 1915.)

What do you think she meant?

(3) Although most of the countries of the world have agreed with the articles of the Universal Declaration of Human Rights, there are several nations that ignore them in everyday life. Article number 3 is still violated today. As a *symbol* of this article and others, make a large paper chain to hang in your classroom. Each link should be made from paper at least 6 feet long. On each link write out one of the Articles.

Find examples of international violations of the rights in articles and books. Write a paragraph about the violation, and hang it from the most appropriate link in the chain. You can begin your research with the materials listed below. Begin with articles included in the *Handbook on Human Rights and Citizenship*.


ARTICLE 17: Everyone has the right
Newspapers in Nigeria are no longer run by the military government.
to freedom of opinion and expression
Soviet authorities seized books in the name of "Freedom of Speech" in September '79. Books called Russian Ballet Theatre ...
The following books were banned by the USSR:
1.
2.
3.

MATERIALS

(1) Originals and summaries of articles in *Handbook on Human Rights and Citizenship*
(2) Constitutional Rights Foundation. *Bill of Rights in Action*, Vol. XIV, No. 1, February, 1980. 6310 San Vincente Blvd., Los Angeles, California, 90048 (portions included in the *Handbook*).
(3) Breetveld, Him. *Getting To Know the Human Rights Commission*. New York: Coward-McCann, Inc., 1961
(4) Lyudmile Alexeyeva, "Psychiatric Abuse," *Index on Censorship*, Nov./Dec. 1977, Volume 6, No. 6, pp. 55–56. (in *Handbook*)
(5) Yevgenivy Bresenden, "Religious Persecution," *Index on Censorship*, Nov./Dec. 1966, Volume 6, No. 6, pp. 58–59. (in *Handbook*)
(6) Loescher, Gil and Ann. *Human Rights: A Global Crisis*. New York: E.P. Dutton, 1978.
(7) *39 Who Believed: Helsinki Monitors in the U.S.S.R.*, published by the U.S. Helsinki Watch Committee, 205 East 42nd Street, New York, N.Y. 10017.
(8) Organization of American States, *Annual Report of the Inter-American Commission on Human Rights*, Washington, D.C., 1978.
(9) Meltzer, Milton. *The Human Rights Book*, New York: Farrar, Straus, Giroux, 1979.
(10) Country Reports (in *Handbook*)
(11) Amnesty International Reports (in *Handbook*)

EXERCISE III: Ramu and Babi

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Understand that words can mean different things to different people.
(2) Compare and contrast the lives of Ramu from India and Babi from Nigeria.
(3) Comprehend that people in different cultures have similar problems with human rights issues.

VOCABULARY

case study	India	monsoon	Nigeria
culture	New Delhi	justice	coup d'etat

HOW TO PROCEED:

Read:

Look at the underlined words in the case studies. Write out the dictionary definitions of the words that you do not know. Refer to your list of definitions when you read the case studies. Then answer the questions on your own paper.

CASE STUDY 1: Ramu in India

The heavy monsoon rains have finally stopped, and it is time for 9 year old Ramu to return to the fields. His job is weeding. From early morning to sundown he is on his knees tugging at weeds that often refuse to budge. Oh, how his back hurts at the end of the day!

Ramu works on a *plantation* in India. He considers his *landlord* to be one of the *fairest* in the state because he allows Ramu to keep some of his *wages*. Ramu makes 37 "paise" (4 cents) a day, but he is allowed to keep 10 "paise." The rest of his money goes to his *master* to pay off a loan that Ramu's grandfather made many years ago. Ramu is a *bonded laborer*. He believes that he belongs to the master until the *debt* is paid off. That will take many years.

Today Ramu is finding it hard to concentrate. A friend of his father's, Munar, had returned from a visit to New Delhi. He had delivered a load of rice for his master. Munar heard in the city that children were going to have to leave their work in the fields to go to school. Munar said that there were *laws* that were written that said that education was free for children.

"But, Munar," Ramu asked, "how can I go to school and at the same time help father to pay off the debt to our master? He will raise the debt higher if I do not come to work! Besides, I do not *need* to know how to read or write!"

Munar replied, "You are not a bonded laborer anymore, Ramu. There are laws now that say that you are *free*. Your master can no longer take your wages!"

"I know about those laws," said Ramu. "But when the inspector comes we must hide or the landlord will beat us. If we try to keep our wages, he raises our debt. I will not go to school. I have a *good diet* of *chappatis* (unleavened bread or wheat cakes) and *halwa* (porridge) or yogurt. Sometimes I have fresh fruit and *daal* (lentils or split peas) or squash, cauliflower or eggplant. My family's shelter is a one room house made of mud and woven reeds and twigs and a floor made of shiny cowdung paste. That is certainly adequate."

"I, too, have debts to pay," sighed Munar. "As soon as I find my daughter Mathura a *suitable* husband, I will have to borrow more money to pay for a wedding. We must stay here forever, it seems."

Ramu does not slow down as he weeds several rows of wheat. But he daydreams a bit, and wonders, "What if I *could* learn how to read? Would I then be free?"

CASE STUDY 2: Babi in Nigeria

Babi listens once again as her parents talk about moving to Lagos. They are so tired of the lagoons flooding the land, ruining the sugar cane and vegetable crops. "We cannot control the water flow here in the Western State," her mother says. "At least in the capital city you can work in the factories. I could work too, but for less pay, of course. Babi could go to school. We have no trained teachers here. Babi must work beside us. Her health is poor and we have no doctors, no medicine. We do not even own our land. The government does!"

"I do not want to go to school!" Babi cries. "I will only learn homemaking skills because I am a girl. In our village boys and girls are the same. We cut cane together. The government does not have the right to make me go to school."

Babi's father smiles. "But how will you know who to vote for if you cannot read? The *military government* no longer *controls* the newspapers. You can read all about our country's new *democracy*! You can find a job in Lagos and earn money for *traveling* anywhere in the world, with your husband's *permission*, of course."

Babi scoffs at her father's dreams. "I am never going to marry or travel or go to school or move from our village. I have heard that Lagos is overcrowded and noisy."

"They are moving Nigeria's capital to Ikeja," her mother replies. "Perhaps the city will then be not as crowded. Just think of all the people you will meet from many different ethnic groups. But Babi, if you decide not to marry, you will have the right to own property and to *choose* your own *residence*! Those rights are not *customary* when you marry. We must all think of your future."

Babi's father nods in agreement. "At the last *public meeting*," he says, "we were told that the government is going to concentrate on improving *agriculture*. Perhaps they will put in an irrigation system to help our land prosper once again. I do not know whether to go or stay."

His wife sighs. "At last we have a government that is *stable*. No more civil wars and military *coups*. There is hope for the future. But now we must make so many choices. We have the freedom to decide what to do with our lives. It is too hard! What shall we do?"

Answer the following questions about the case studies:

(1) How would the right to an education help Ramu and Babi improve their lives? How would it create problems?
(2) How are the *rights* of Babi, Babi's mother and Munar's daughter *violated?*
(3) Are Ramu's living conditions and diet adequate? Explain. Answer from his point of view and your own. (Note: Ramu gets about 1200 calories a day.)
(4) What is a *bonded laborer* in India?
(5) What does *freedom* mean to *Ramu*? What does it mean to Babi and her parents?
(6) What evidence is there in the case study that Nigeria has a *democratic* government? What kinds of government did it have before? What kind of government does it have today?
(7) Would Ramu be "free" if he learned how to read? Explain your answer.
(8) What should Babi's family do? Support your opinion.
(9) What problems do Ramu and Babi have that are *similar*?
(10) What problems do they have that are *different*?

EXERCISE IV: Dissident Journal Uncovered

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Comprehend the role of a dissident in the U.S.S.R.
(2) Describe the areas of concern of dissidents in the U.S.S.R. and outside of the U.S.S.R.
(3) Express the attitudes, ideas and feelings of a pretend dissident in a journal.

VOCABULARY:

dissident	emigrate
desolate	prisoners of conscience
journal	prosecutor
sanction	inviolability

HOW TO PROCEED:

Read:

Suppose you are suddenly arrested and put on a train to an unknown, desolate area of your country. You are told that you are insane and must be kept away from friends and relatives. When you ask your crime, the police say that you had protested too loudly against living conditions in your country. Or you had held a meeting to discuss changes in the government. Or you were trying to leave the country so that you could freely practice your religion. Or you had written something about your friends who were suddenly arrested and sent away, and your writing was smuggled out of your country and published somewhere else.

In the U.S.S.R., these types of activities are considered crimes. A person who speaks out about life in the Soviet Union is considered a dissident. Some dissidents are forced to leave the country while others are

watched so closely that they have difficulty meeting with others and cannot easily distribute their written statements, opinions, even poetry. Quite often they are arrested and sent to distant areas of the country.

In the last few years, information about the lives of dissidents has been published. Some of the dissidents have emigrated and have written about their friends still imprisoned in Russia. Written articles, letters and journal entries have been smuggled out of the country and published around the world.

For this exercise, you are going to assume the role of a Russian dissident. You are going to write a secret journal that is smuggled out of the Soviet Union and published in other countries. You will have to do some background reading first, so that you can become familiar with the attitudes and feelings of a dissident.

(1) Read the background material on life in the Soviet Union. Ask your librarian or teacher for assistance.
(2) Read the following Readings from the *Handbook*: Readings 69, 71, 79.
(3) Reading 59 (Soviet Constitution) Articles 49, 50, 52, 54, 57.
(4) Pretend that you are a Soviet citizen who would like to see some changes in your country. You share your thoughts with friends and relatives. You request that dissidents be released from prison. You write your ideas in a daily journal. You know that you have to be cautious, so you keep the journal in code. Suddenly you are arrested and separated from your family and friends. You are sent to a labor camp. You want to continue your journal, but you have to be very careful that you are not caught. Writing materials are not easy to find. It is hard to write when you are exhausted, or when the lights are out, or when you cannot be seen. It is usually impossible for a dissident to write when imprisoned, but you have found a way.

    One day you discover a way to sneak your journal out of the camp and out of the country. Although you are not sure what happened to it, the world soon knows about you. Your journal has been decoded and published in a major newspaper.

    For this exercise, your assignment is to write a pretend journal that has your original ideas, the account of your arrest, a description of the conditions in the labor camp, and your methods of keeping a journal in prison. Include descriptions of your thoughts, feelings and frustrations. Write about what you love about your country and what you would like to see changed. Tell about your friends and family, other dissidents, and other people in the camp. Tell about how you plan to smuggle the journal out of the camp.

Sample journal entry:

> It was so very hot in the fluorspar mine today. I watched the colors change on the purple and blue mountain ranges in the distance. I think our country is so rich and beautiful. But then I whisper to my partner about the beauty and he tells me that he worries too much about his infant son to notice mountains. He is here because he taught about his religion to school children. He was arrested for that! A shadow crosses the mountains as he speaks.

EXERCISE V:
Report to the United Nations

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Describe the current status of human rights in one country.
(2) Evaluate evidence of justice and injustice in one country.
(3) Create documents, case studies, political cartoons and other data to support data on human rights in one country.

VOCABULARY:

United Nations	current status
data	citizen
case study	political cartoon

HOW TO PROCEED:

Pretend that you are a member of a United Nations committee on International Human Rights. You have been given an assignment. You are to prepare a report that will be submitted to the United Nations for their information and evaluation. You can work on it alone or with a partner. The report is to be a description of the current status of human rights in *one* country. The United Nations is interested in reading about human rights in Nigeria, Italy, Colombia, India and the Soviet Union, but they will evaluate reports about other countries, too.

Each member of your United Nations committee is responsible for one country report. The report must be thorough, neat, and organized. It should contain as much information as you can find on the country. Sometimes articles will be hard to find, or materials difficult to read. Ask your teacher, librarian, or classmates to help you. Concentrate on information that describes human rights in the country.

Below is a list of information that the United Nations would like included in your report.

Include in your Report to the United Nations:

(1) A brief description of the country that you have selected. Include information on its location, capital, geography, products, ethnic groups, and so forth.

(2) Describe the constitution of the country. Include articles (sections) from the Constitution as examples. Articles may be found in Readings 1, 16, 34, 44, 59 of the *Handbook*, and in Reading C, pp.3–7 (Universal Declaration of Human Rights).

(3) Summarize articles that you have read about human rights in the country that you chose. Include major points and important facts. *You should read at least four articles.*

(4) Include your own political cartoon. The *Handbook* includes political cartoons. The Editorial Page of an American newspaper usually has good examples of political cartoons. Exercise VII also discusses cartoons.

(5) Draw at least 2 illustrations showing how human rights are observed or violated in the country you chose.

(6) Write one or two case studies that tell about the lives of citizens in your country. (See Exercise II.)

(7) Locate pictures in books and magazines to include in your report.

(8) Include at least one graph or chart that shows information related to human rights in the country you chose.

(9) Using the Country Reports (in the *Handbook*) and other information, write a summary of the current status of human rights in the country that you chose.

(10) Draw your own conclusions about *justice* in the country that you selected. What is fair in the country? What is unfair? What changes need to be made? Write at least a page about your own opinions.

(11) Make a table of contents.

(12) Make a cover for your *Report to the United Nations*.

EXERCISE VI: The Poetry of Justice

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Understand the use of poetry and the arts as a means of expressing ideas and feelings about human rights.

(2) Analyze a poem or poems related to human rights issues.

(3) Create a poem that illustrates the issue of justice around the world.

VOCABULARY:

canvas	vision
conflict	sensitivity
Monet	justice
dissident	defect

HOW TO PROCEED:

Stretched Canvas

I brought you canvas, brushes,
Monet, pen and ink.
I promised you the perfect light.
I gave you clear vision,
sensitivity, conflict.
I promised you room to stretch
your canvas.
If I am justice,
why is your canvas torn and black?

(1) This poem was written by someone who was concerned about justice around the world. At first the poem appears to be about painting. When it is read carefully, however, the message should become clear. Answer the following questions about the poem:

(a) Who is speaking to the painter?

(b) List the items that the speaker gave to the painter. Now list the items that the speaker promised the painter.

(c) Now look at your two lists. How are the items listed used by a painter?

(d) Now view the poem in terms of human rights. How would the use of the items in your list help a painter practice his or her rights? Would they be used just for painting? (For example, would pen and ink or clear vision help to express concern about human rights?) What else can "perfect light" and "room to stretch your canvas" symbolize? Discuss each item on your list.

(e) What is meant by the "stretched canvas?" (Think about how the truth can be stretched or feelings can be stretched to their limits.)

(f) Why do you think the canvas is torn and black? What does the torn and black canvas symbolize?

(g) Why does the speaker seem confused

about the condition of the canvas? (Think about governments that promise justice and cannot understand why people are dissatisfied.)

(h) Why is it important for people to use poetry, painting, and other art forms as a means of expressing themselves? How and why are these activities discouraged by some governments?

(2) Write a poem of your own. Choose one of the topics listed below, or create an idea that relates to justice around the world.

(1) Decide the message of your poem before you begin to write.
(2) Remember that a poem does not have to rhyme.
(3) Try to use a symbolism (such as a printing press representing free speech, or a moving wheel representing free travel).
(4) Use punctuation to show rhythm changes.
(5) Listen to the sounds of your poem. (If you are writing about waves, for example, use letters that blend to sound like waves.)
(6) Take time to write your poem. Then set it aside for awhile. Do not hesitate to change it several times.

Suggested topics:

(1) How it feels to have your rights violated.
(2) How it feels to be a dissident, a prisoner, a police officer, etc.
(3) Descriptions of conditions in a foreign country (such as a home in India)
(4) Your own reaction to justice and injustice around the world.
(5) How it feels to witness a family member or a friend arrested.
(6) How it feels to witness justice, liberty, freedom, etc.
(7) Description of the life of a member of an Indian scheduled caste, a Russian dancer who defected, a Nigerian city dweller, or any other person in the world who may experience problems with human rights. (You may have to do some research on this first.)
(8) The role of the United Nations and/or the Universal Declaration of Human Rights.

(3) After you have written your poem, choose one of the activities below:

(1) Set your poem to music, using a familiar tune or one that you create.
(2) Illustrate your poem and make a cover.
(3) Write more poems and create your own book of poetry.
(4) Collect the poems of your classmates and make a book of poetry.
(5) Write an analysis of the meaning of your poem (explain the symbolism, what the message is, etc.).
(6) Read your poem aloud (to a group or on tape).
(7) Conduct a poetry reading where volunteers share and discuss their poetry.
(8) Investigate other poems written about human rights.
(9) Recite your poem and others' as a chorus, reading it together as a group.

EXERCISE VII—
Analysis of a Political Cartoon

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Recognize political cartoons.
(2) Comprehend the purpose of a political cartoon.
(3) Explain the differences between constitutional rights and everyday practices.
(4) Apply information learned about human rights to an analysis of political cartoons.
(5) Create a political cartoon on the topic of international human rights.

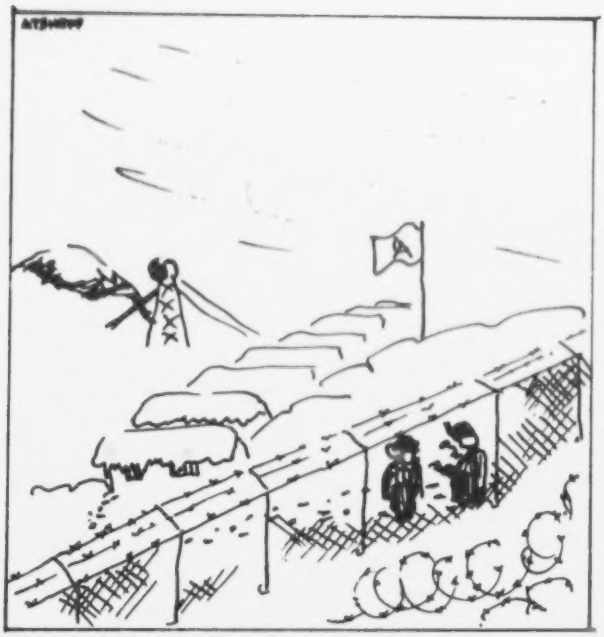
VOCABULARY:

political	exaggerated features
humorous	unlikely situations
parties	represent
reaction	inspire

HOW TO PROCEED:

Political cartoons are published in newspapers and magazines. They are drawings that have a message. The message usually involves the government, current laws, political speeches and activities, society's problems, and so forth. The illustrator sometimes shows leaders with exaggerated features and people in unlikely situations. The purpose of the cartoon is to comment on current events in a humorous manner. Readers of the cartoon are encouraged to laugh, but they are also inspired to think about the issue illustrated in the cartoon.

(1) In this exercise there are 3 political cartoons from different countries. Study each cartoon and answer the questions below each cartoon.



What am I here for you ask, Comrade? I won a silver medal at the last Olympics!

Cartoon A—Soviet Union

(1) Who are the characters in the cartoon?
(2) What is the significance of the "silver medal?"
(3) What is a comrade?
(4) Where are the characters?
(5) What are they doing and why?
(6) Do you think that this cartoon was published in the Soviet Union or the U.S.? Why?
(7) What does this cartoon have to do with human rights?

SAG-ERESE
MY PARTY IS THE ONLY PARTY WITH A PURPOSE. I PROMISE TO PROVIDE EVERY NIGERIAN, DEAD OR ALIVE, WITH AIR-CONDITIONED TOWNS AND VILLAGES.

From *The Nigerian Observer*, V. 11, No. 3151, February 12, 1979, p. 3.

Cartoon B—Nigeria

(1) Nigeria has a new democratic government. Several political parties were organized so that elections could be held and the Senate and House of Representatives and other political offices could be filled. Who do you think is the speaker in this cartoon?
(2) What is the speaker promising?
(3) What is the reaction of the people in the background? Why?
(4) Do you think that the message of this cartoon is amusing? Explain.
(5) What does this cartoon have to do with human rights?

Indian Express

* The Laws of Manu were written in the 3rd century B.C. and are very similar to the political principles expressed by Machiavelli in the 15th century A.D.

Cartoon C—India

(1) Who are the characters in this cartoon? What are their jobs? How can you tell?
(2) What do you think that the man on the right asked the man on the left?
(3) Article 19 (Clause 1(d)) in the Indian Constitution states: All citizens shall have the right to move freely throughout the territory of India. How does this cartoon comment on Article 19?
(4) What do you think life in this village would be like?
(5) Do you think that the message of this cartoon is amusing? Explain.
(6) What does this cartoon have to do with human rights?

(2) Find the editorial page of your local newspaper.
   (1) Study the political cartoon.
   (2) Look through the newspaper to find articles that relate to the topic of the cartoon.
   (3) Read the articles to develop your background of current events.
   (4) What is the message of the political cartoon?
   (5) What symbols, exaggerations, unusual settings, background drawings, and so forth, contribute to the message of the cartoon that you found on the editorial page?

(3) Select a human rights issue and illustrate it in a political cartoon. Remember that the drawing is not as important as the message. The cartoon should comment on a human rights topic in an amusing manner. Your cartoon should also encourage your readers to think about the issue.

Suggested topics:

(1) Violations of specific articles of constitutions (Example: freedom of speech and censored newspapers).
(2) The lives of individuals who are aware of their rights but cannot practice them (Example: children entitled to a free education but schools are not built yet).
(3) Governmental promises, solutions to problems, changes in the laws, etc. (Example: Italy's laws to protect people from violent crimes result in overcrowded prisons).
(4) International concern (or lack of concern) about human rights (Example: Amnesty International letters never acknowledged).

EXERCISE VIII: Justice Projects

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Illustrate examples of international incidents of justice and injustice around the world.
(2) Understand the use of art forms as a means of expressing human rights issues.
(3) Synthesize information about human rights and express it in written or art form.

VOCABULARY:

art forms	theme
contemplation	express
transcript	folktale

HOW TO PROCEED:

Read:

Sometimes the written or spoken word cannot express the concerns that people have about justice. Instead, art forms are used as a means of showing feelings about human rights and justice around the world. For some people a secret newspaper or a poem is a method of sharing information and revealing personal feelings. For others it is easier to share ideas by making a sculpture, painting a picture, taking a photograph, or drawing posters and cartoons.

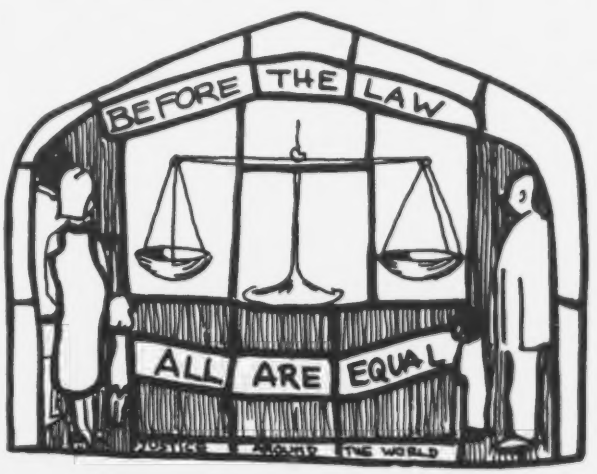
(1) Choose one of the projects below. Some of them are for people who prefer to write their ideas on paper. Others are for people who prefer to use other art forms. Some activities involve both writing and art. All of the projects are means of expressing ideas related to the issue of justice around the world. You may want to plan your project with a partner or a small group.

Suggested Projects:

*Stained glass window	Front page of an official newspaper
Posters showing two points of view	Front page of an underground newspaper
*Manuscript letters	Short story
Song	Trial transcript
Mural	Script for a skit or play
Filmstrip or movie	Letters to human rights organizations
Clay sculpture	Speech
Model or diorama	Written summaries of articles and stories
Mobile	Folktale

* This project is explained in detail below.

A *stained glass window* consists of many different colors of glass formed like a puzzle into a picture. A stained glass window can be designed by using colored paper or paints or markers. Hidden within the multicolored design should be a scene illustrating justice around the world. An illustration (without colors) is drawn below:



Manuscript letters were designed by monks in the Middle Ages when they copied Bibles by hand. The first letter of a page was decorated with designs, flowers and pictures. Select a letter or word that illustrates justice around the world and transform it to manuscript letters. An illustration (without colors) is drawn below:

J is for JUSTICE

(2) After you have selected your activity, choose a topic or theme. Use materials from the library, the *Handbook* and information from other exercises to gather data on justice around the world. Determine what issue you would like to emphasize.

Plan your project in detail. For example, if you are writing an underground newspaper, plan the articles to be included and write them out. Do thorough background research. If you are designing a poster, sketch both sides on paper before you actually begin. Check to make sure that your facts are correct. Keep in mind the following questions as you work on your project:

- Is the theme or topic clear to the reader or observer?
- Was a detailed plan drawn up before the actual project was carried out?
- Did you work slowly and carefully so that the project was done neatly and effectively?
- If you worked with a partner or small group, did you share responsibilities?

EXERCISE IX:
Chest of Treasures, Chest of Trials

LEARNING OBJECTIVES:

When you complete this exercise, you should be able to:

(1) Create and collect appropriate materials that represent justice and injustice.
(2) Employ symbols to represent justice and injustice.

VOCABULARY:

symbolic	internal
residence	trial
passport	prisoner of conscience
publicize	plight
confiscated	simulated

HOW TO PROCEED:

(1) Build two chests out of cardboard, wood, or paper. Label one a "TREASURE CHEST" and the other "CHEST OF TRIALS." The Treasure Chest will contain items that represent justice around the world. The Trial Chest will contain items that represent injustice and the violation of human rights. Decorate the two chests in symbolic designs and colors. Make the chests large enough to contain several items. Determine where you will display them so that others can learn from the symbols.
(2) Research books and articles on human rights. Use the *Handbook on Human Rights and Citizenship* as a source of information. Ask your librarian or teacher for assistance.
(3) In the "Chest of Trials" will be several items that you will create as symbols of injustice. You may want to divide the projects among other members in the class. The following is a list of items that you must produce for the "Chest of Trials." You may add to the list or elaborate upon an item already listed. Make sure that you understand what the item symbolizes.

(a) Chains

Make chains out of paper or yarn. Use Exercise III as a guide, or label the chains with examples of violations of human rights.

(b) Internal passports (See Exercise 43)

In the U.S.S.R. it is necessary to carry an internal passport. There is also a special section on the passport called *propiska* (pronounced pro-PEES-ka) that determines where you can live and if you can move to a different residence. In Italy, identification papers are required for travel. How do internal passports limit freedom? In the Strategies section of the *Handbook* is an explanation of how to create a copy of the Russian internal passport. Several passports should go into the Trials Box.

(c) Articles of Constitutions

Study the articles of the Constitutions contained in the *Handbook* (Readings 1, 16, 34, 44, 59). Select the articles that are worded so that violations of human rights are permitted. For example, there is a section of the Indian Constitution that allowed

Indira Gandhi's government to suspend the Constitutional laws because the state was in an "Emergency." Find other examples where the articles are written so that human rights may be violated.

(d) Simulated Amnesty International letters
Amnesty International is an organization that concentrates on appealing to foreign countries to free political prisoners or "prisoners of conscience." Small groups of people around the world are organized into "Adoption Groups." Each Adoption Group is assigned names of prisoners. They are then responsible for writing letters to those prisoners and to the government responsible for the imprisonment. They often write to the families of the prisoners. Amnesty International tries to publicize the plight of the prisoners of conscience so that the world is aware of what happens to the prisoners. The letters that Adoption Groups write are formal and polite. Samples are included in the *Handbook*. Actual letters cannot be written unless you are a member of an Adoption Group, but include a few sample letters in the Trials Box. Consider which government you would write to and what wording you would use. Write simulated responses from governments and prisoners.

(e) Reports to the United Nations
Exercise V describes how to create a report to the United Nations on the status of human rights in a specific country. If these reports have been completed, include them in the Chest of Trials. If not, follow the directions of Exercise V and create a report to the United Nations.

(f) Underground newspaper
In many countries the newspapers are owned by the government and it determines what is printed. Separate newspapers that are not censored are often published by dissidents and persons concerned about human rights. They are called "underground" newspapers because they have to be organized and printed in secret where no one from the government will catch the publishers. An underground newspaper sometimes contains information about violations of human rights. Create the front page of an underground newspaper based on materials that you have read about justice around the world. Use the "Country Reports" and other articles from the *Handbook* as sources of information (Readings 15, 33, 42, 57).

(g) Banned books
Included in the *Handbook* (Reading 65) is a list of books banned in Russia. Locate some of the books and see if you can determine why the Russians confiscated them in Moscow. Include copies of the list and the books in the Chest of Trials.

(h) Case studies
Using materials collected on various countries, write at least 3 case studies illustrating violations of human rights. For example, you could write about a Nigerian woman and the new democratic government, or an Indian beggar in New Delhi. Begin by reading the summaries of articles in the *Handbook* for case study ideas.

(i) Symbols
Create symbols of bonded labor, prearranged marriage, inequality of women, torture, and other incidents involved in the violation of human rights. Determine what you can make that will represent the incident. Select more incidents from your reading.

(j) Journal entries
Exercise IV described how to create a journal written by a Russian dissident. If journal entries have already been written, include them in the Chest of Trials. If not, use Exercise IV as a guide to writing a journal. Include samples of entries in the Chest of Trials.

(k) Art forms
Include poetry, drawings, cartoons, sculpture and other art forms showing injustice. Exercises VI and VIII describe how art projects and poetry about human rights can be created. Include several examples of art forms.

(l) Examples of censorship
In many countries stories and articles are censored or rewritten. Select a case study, newspaper article, political cartoon, poster, etc., and show how a government may censor it. For example, a letter from a relative to a political prisoner may be rewritten or have portions blacked out. Include several examples of censorship in the Chest of Trials.

(4) In the "Chest of Treasures" will be several items that you will create as symbols of justice. What can you think of that represents liberty, freedom, and human rights around the world? Include several examples that you design and create yourself.

(5) Place the Chests side by side in a display area. Allow observers to explore their contents so that they can learn about justice and injustice around the world.

EXERCISE X: The Justice Process

LEARNING OBJECTIVES:

When you complete this exercise you should be able to:

(1) Describe a variety of means of promoting and securing justice.
(2) Evaluate the effectiveness of the various justice processes.
(3) Investigate specific steps in obtaining justice.

You may need more guidance when you do this exercise. Do not hesitate to ask for assistance and to consult textbooks and library books.

VOCABULARY

justice	obtain
process	and/or
morality	discrimination
forum	cross-section of society
tribunal	prohibit
publicize	juvenile
global	freedom of conscience
legal system	restriction
public order	security police

HOW TO PROCEED:

Read:

In most countries there are systems established for achieving justice. The constitution of the country usually provides guidelines on how the justice procedures should be carried out. For example, a method of selecting judges might be specified, or the central government may recognize the right of smaller governments, (states, local communities, etc.) to determine how justice shall be obtained.

The United Nations' Universal Declaration of Human Rights is an attempt to establish global rules related to justice. But the articles of the Declaration do not take the place of the laws of the individual nations. Each country has its own legal system and the United Nations assumes that matters of human rights are best decided by the laws and customs of the specific countries.

Human rights have become an international concern because sometimes the systems of justice do not work or are simply not used. In this exercise you are going to concentrate on the justice process in individual countries. You will determine what system has been created to solve a human rights problem. Then you will analyze the results.

(1) Read the five human rights situations on the next page. Read each situation carefully. Then read the five JUSTICE situations (a, b, c, d, e) and match them with the appropriate human rights situations.

Hint: Make sure that you match the countries. The answers are given at the end of question one. Don't peek!

(2) Check to see if you matched the human rights situations with the correct Justice situations. The answers are below:

Human Rights Situation Number	Matching Justice Situation Letter
1	c
2	a
3	d
4	e
5	b

(3) Answer the questions below about the Human Rights and Justice situations:

(a) How many different ways were used to obtain justice? Describe each approach. (For example, the women of Italy worked with the political parties in office.)

(b) Describe other ways of obtaining justice, whether you believe in them or not. For example, some people believe that violence is the only way to call attention to injustices. For some other suggestions, read the chapter on "Who Is Doing What?" in *The Human Rights Book* by Milton Meltzer (New York: Farrar, 1979).

(c) Study your list of approaches. Select the method that you believe is the most effective way to obtain justice. Explain in detail why you think that the method you selected is the best. For example: Is is best to call for nationwide forums? Is it best to use the established court system?
If you cannot decide on the best method, tell how you feel about each method on your list.

(d) In some cases, Gorlov's method would be more effective than the method of the Colombian forum participants. When? Why?

(e) What methods of obtaining justice do you think are wrong? Explain why you do not agree with the methods. Tell why you think that they work or do not work. For example: Are terrorist attacks an appropriate method? Do they work? Is using an organization such as the United Nations an appropriate method? Does it work?

Human Rights Situations

Situation 1: About ten years ago many women in Italy began a campaign to change the divorce laws. In the past they were not legally permitted to file for divorce.

This human rights situation matches with Justice situation _____ (fill in the letter)

Situation 2: Several church and state leaders in Colombia were concerned about the increased role of the army in running their country, and other human rights issues.

Justice situation _____

Situation 3: Representatives to the United Nations were concerned about the world's 4 billion people who were aged 15 and under. At least 350 million children were without adequate health services, education, sanitation and nourishment. The U.N. General Assembly wanted more attention focused on the basic rights of children.

Justice situation _____

Situation 4: Alexander Gorlov, a Russian engineer, wanted to read a copy of the New York *Times*. He had heard that the well-known American newspaper had an article in it about pocket calculators. After several attempts to convince the Soviet government, the librarians, his boss, and the security police representative at his office, that he merely wanted to read one article, he gave up.

Justice situation _____

Situation 5: In 1961, a man named Cheranci encouraged a young Nigerian boy to participate in political activities. He was charged with violating the Northern Region's Children and Young Persons Law that prohibited political activities by juveniles.

Justice situation _____

Justice Situations

A. A two-day forum on Human Rights, which drew more than 5,000 persons was held in Bogota. The conference, publicized by banners and posters because information was blacked out in the press, involved meetings, speakers, and planning sessions. A permanent Committee for the Defense of Human Rights was established. Composed of 40 members, including representatives from labor unions, student groups, political parties and journalists, the committee revealed a cross-section of Colombian society. The first job of the committee was to organize a national call for an end to the new Security Laws.

B. Cheranci challenged the law on the grounds that it did not guarantee freedom of expression, freedom of conscience and freedom from discrimination described in the Nigerian Constitution. The court decided that the law was constitutional because the restriction was in the interest of public morality and public order.

C. A law was drafted by women that gave Italian women equal rights with men in getting a divorce. The women persuaded the political parties in power to vote for the divorce law. The parties agreed to pass the law only if the Italian people were also allowed to vote on the law. To everyone's surprise, the vote by the people passed by a wide margin. Village women in old-fashioned Southern Italy wanted the right to get divorced just as much as their middle-class urban sisters.

D. 1979 was declared the International Year of the Child (IYC). This date was 20 years after the completion of the Declaration of the Rights of the Child. The emphasis of IYC was for each nation to plan and organize activities that would attempt to meet the specific needs of the children of that country. Hundreds of organizations worldwide worked together to improve the welfare of the world's children and to highlight the achievements and abilities of children. The focus of each country varied according to need. For example, Mexico concentrated on improving the health and growth of children, while Ghana emphasized education.

E. He was not permitted to see the New York *Times* until he emigrated to the United States. Then Gorlov wrote an article called "How I 'Read' the New York *Times* in Moscow." In a humorous manner he told about how difficult it was to obtain foreign material and literature not approved by the Soviet Union. Although his article was amusing, the message was clear. Gorlov was only able to show how human rights are violated in Russia by leaving his home country forever and by publishing a story of his experiences in the Soviet Union.

No person may be held by the police without a court hearing (Article 20).

Every person has freedom of worship and the right to practice one's own religion (Article 25).

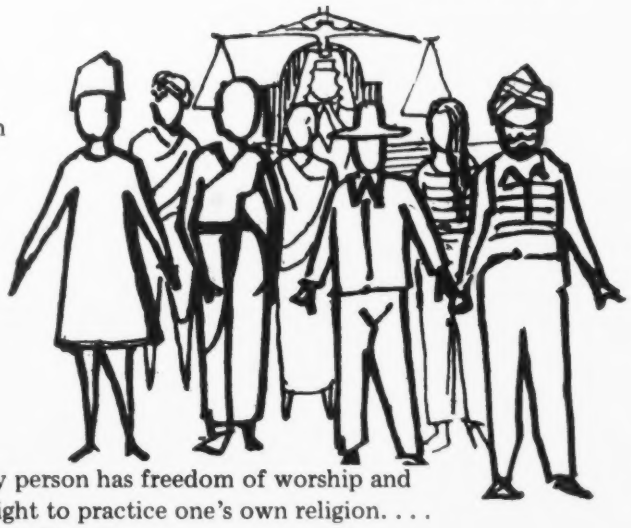
All people shall have the right to work, to education and to public assistance. . . . (Article 41)

Each person has the right to vote. . . regardless of religion or position in society (Article 326).

This Handout is used in Exercise 8, pp. 163-4 of *Handbook on Human Rights and Citizenship*.

No person may be held by the police without a court hearing (Article 20).

Unless the government makes a law which permits it.



Every person has freedom of worship and the right to practice one's own religion. . . . (Article 25).

Except when it interferes with order in a community or the health of its people.

All people shall have the right to work, to education and to public assistance. . . . (Article 41)

Within the limits of the nation's economic capacity.

Each person has the right to vote. . . regardless of religion or position in society (Article 326).

However, representation in the legislature will be reserved for castes and tribes. . . . (Article 330).

This Handout is used in Exercise 8, pp. 163-4 of *Handbook on Human Rights and Citizenship*.